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ABSTRACT

The study examined the impact of high school extracurricular activities on learning in 515 award-winning high school students and student leaders. Fifteen research questions are listed (with data reported in separate charts for each question) on such topics as degree of involvement, participation in athletics, effects of numbers of awards and leadership roles, and benefits of extracurricular activities as perceived by students. Implications for practice of administrators, curriculum planners, and teachers are considered, among them that participation in extracurricular activities provides opportunities for belonging as well as for developing maturity and independence. Future research directions are noted. (CL)

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THE ROLE OF EXTRACURRICULAR ACTIVITIES IN HIGH SCHOOL EDUCATION

A CHART ESSAY ON SURVEY FINDINGS

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of
THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

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To: The Texas State Board of Education

September 1, 1985

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During the past year we have conducted a study of extracurricular participation by the seniors of three central Texas high schools. We are pleased to transmit the report of that study to you at this time. We hope that this document will be useful as you continue to work on educational plans and make policy decisions for the students of the State of Texas. Your reactions and recommendations will be most welcomed.

Sincerely,

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DESIGN OF THE INQUIRY

The major purpose of this inquiry was to examine the impact of high school extracurricular activities on learning.

The three specific tasks for this inquiry were:

* To determine if more involvement in extracurricular activities is linked with academic achievement.
* To describe the extracurricular participation and academic achievement of award-winning students and student leaders.
* To provide descriptive data pertaining to students' beliefs regarding benefits of extracurricular participation.

This investigation was designed to provide answers for the following 15 research questions:

Research Question 1: In what extracurricular activities are high school students most likely to participate?

Research Question 2: How actively involved are high school students in the extracurricular activities they select?

Research Questions 3 through 12: Does participation in athletics contribute significantly to academic success in high school? (REPEAT QUESTION FOR 4 THROUGH 12).

3. Athletics
4. Career Clubs
5. Communications
6. Fine Arts
7. Honor Society
8. Out of School Youth Organizations
9. Outside Work
10. Service Organizations
11. Student Government
12. All Extracurricular Activities

Research Question 13: Are the number of awards won and the number of leadership roles held a determinant of academic success in high school?

Research Question 14: In what extracurricular activities are student leaders and award-winning students most likely to participate?

Research Question 15: What are the benefits of participation in extracurricular activities as perceived by the students?

MOTIVATION FOR CONDUCTING THE STUDY

Why was this study conducted?

A Search for Academic Excellence

In 1983, in response to national concerns over declining academic performance, the state of Texas began an inquiry into public school education.

Task Force: Texas Governor Mark White appointed a Select Committee to investigate the Texas public educational system in order to make recommendations regarding educational policy. Their task was to gather information from all possible sources.

Emphasis on Extracurricular Participation: Public testimony to the Select Committee suggested that excessive resources and student time were being invested in extracurricular activities, thus creating academic learning-time deficits. Other sources emphasized the importance of such activities.

Educational Objectives: Recent studies have yielded different perceptions of the central mission of the high school, suggesting that the formal curriculum does not address basic developmental needs of adolescents such as responsibility, communication, and belonging. Clarification of objectives is needed.

Previous Information: Prior research has focused on the influence of athletics on school achievement. Information on the effects of other types of activities has been lacking.

Student Input: Legislators, educational administrators, and other policy makers have been designing an educational program for students based on their own beliefs and experiences. Students could contribute much additional insight but they have not been given a strong voice in the design process.

Our Response

After careful consideration of the issues, a questionnaire survey of Texas high school students was planned to obtain their views of the role of extracurricular activities in their education. In answer to the five points above, responses from and about students would:

* Add to the information the Task Force was gathering,
* Specify how activities support or hinder academic learning,
* Suggest educational objectives for today's society,
* Elaborate effects of all extracurricular activities in the high school, and
* Permit inclusion of students in the decision-making process about educational programs.

PRIOR RESEARCH AND PERSONAL BELIEFS

What have prior studies shown regarding the relationship of extracurricular activities to academic achievement? What do these studies and our own professional expertise suggest concerning the importance and role of extracurricular activities?

PRIOR RESEARCH

Item 1: Extracurricular Activities and Academic Achievement

A limited number of empirical studies on this topic found that students who participated in extracurricular activities had higher grades and class ranks.

Item 2: Educational Expectations

Students involved in athletics have higher educational expectations, goals, and ambitions.

Item 3: Awards and Leadership

One study showed that having held a student leadership position moderately influenced activities in later life.

Item 4: Benefits of Participation

Students who participate are less likely to drop out of school, have a more positive self-concept, hold a higher status among peers, and report more satisfaction with school.

PERSONAL BELIEFS

Item 1: Extracurricular Activities and Academic Achievement

Decisions limiting or curtailing extracurricular activities are being made on the poorly documented assumption that participation interferes with academic achievement.

Item 2: Educational Expectations

Extracurricular activities contribute to a satisfying high school experience which, in turn, will lead to higher educational expectations and accomplishments.

Item 3: Awards and Leadership

Students who win awards or who hold leadership roles are more likely to excel in academic studies.

Item 4: Benefits of Participation

Extracurricular activities enhance the core curriculum by permitting adolescents to accomplish three essential tasks: **developing** mature relationships, **enhancing** self-esteem, and **acquiring** independence and leadership skills.

SAMPLING DESIGN

Who were the subjects for this study? How were they chosen? How many questionnaires were returned?

Sampling Plan

* Participants in this study were 515 seniors from three high schools in central Texas school districts. The sample represented small, medium, and large school districts.

* The cluster sampling plan was designed to solicit responses from all seniors in each of the three participating schools (clusters).

* In each school, a day was chosen when all students were most likely to be on the campus and available to participate in the study.

Implementation

* The data collection extended over a 3-week period beginning in late April. The researchers pledged to maintain privacy throughout the survey and promised that all results would be released in a way that no single individual could ever be identified.

* The specific data collection procedures for each school were designed in cooperation with the high school principal.

* Records for the design and data collection strategies indicate that approximately 75% of the students in each school participated.

QUESTIONNAIRE DESIGN

How can the impact of extracurricular activities on learning be measured?

* One measure of learning was the report of grades received. Students reported their grade point average for their school career. Scores could range from 0 to 4, with 4 representing grades between 90 and 100, and 1 representing grades between 60 and 70.

* Participation in extracurricular activities was measured using a self-report inventory. General categories of high school extracurricular activities were listed in the questionnaire. Students indicated the number of years of their participation in specific activities within those categories.

The categories of extracurricular activities were:

a. Athletics (basketball, golf, intramurals, drill team, etc.)
b. Career Clubs (teachers, farmers, engineers, etc.)
c. Communications (debate, newspaper, yearbook, etc.)
d. Fine Arts (band, chorus, drama, stage crew, etc.)
e. Honor Societies
f. Out of School Youth Organizations (Scouts, 4-H, candy-stripers, etc.)
g. Outside Work (paid employment during school year)
h. Service Organizations
i. Student Government

* Students listed the honors and awards received during their high school years. The awards were given for academic achievement and for outstanding participation in extracurricular activities.

* Students listed leadership positions held during their high school years. Leadership positions included class or club officers, team or school captains and other similar roles.

* Students responded to two open-ended questions. The questions concerned benefits received from their participation in extracurricular activities.

RESEARCH QUESTION ONE

In what extracurricular activities are high school students most likely to participate?

	Number of Students Participating	Per cent of Students Participating %
Athletics	262	50.9
Career Clubs	201	39.0
Communications	96	18.6
Fine Arts	203	39.4
Honor Society	81	15.7
Out of School Youth Organizations	252	48.9
Outside Work	223	43.3
Service Organizations	65	12.6
Student Government	104	20.2

Trends

* More than half of the high school students (50.9%) participated in athletics.
* Almost half of the students participated in out of school youth organizations (48.9%) and in outside work (43.3%).
* Few students participated in service organizations (12.6%) and honor society (15.7%).
* Students participated in a variety of activities and, on the average, each student participated in three different types of activities during their high school career.

* **The three school-sponsored extracurricular activities that high school students are most likely to participate in are athletics, fine arts and career clubs.**

RESEARCH QUESTION TWO

How actively involved are high school students in the extracurricular activities they select?

	High Involvement %	Moderate Involvement %	Some Involvement %
Athletics	5.4	22.5	72.1
Career Clubs	3.4	28.4	68.2
Communications	3.1	16.7	80.2
Fine Arts	.5	15.3	84.2
Honor Society	11.1	46.9	42.0
Out of School Youth Organizations	3.2	16.7	80.1
Outside Work	3.1	.9	96.0
Service Organizations	9.2	18.5	72.3
Student Government	3.9	16.3	79.8

Trends

* About one-tenth of students who participate in honor societies (11.1%) or service organizations (9.2%) were **highly involved** in these extracurricular activities.

* Many students who participated in honor societies (46.9%) or career-related clubs (28.4%) were **moderately involved** in these extracurricular activities.

* Most students who participated in fine arts activities (84.2%) or outside work (96.0%) reported only **some involvement** in these extracurricular activities.

RESEARCH QUESTION THREE

Does participation in athletics contribute significantly to academic success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	14.3	32.2	24.3	21.3
High Grades 'B'	71.4	33.9	41.8	31.6
Moderate Grades 'C'	14.3	32.2	32.3	43.5
Low Grades 'D'	--	1.7	1.6	3.6

Trends

* Most high school students **highly involved** in athletics (14.3 plus 71.4 or 85.7%) earned very high or high grades.
* Most high school students with **moderate involvement** in athletics (32.2 plus 33.9 or 66.1%) earned very high or high grades.
* Most high school students with **some involvement** in athletics (24.3 plus 41.8 or 66.1%) earned very high or high grades.
* Almost all high school students with **some involvement** in athletics (24.3 plus 41.8 plus 32.3 or 98.4%) earned very high, high or moderate grades.

RESEARCH QUESTION THREE

Participation in Athletics

			Number of Students Indicating Level of Participation
High Involvement:	9 to 12	activity years	14
Moderate Involvement:	5 to 8	activity years	59
Low Involvement:	1 to 4	activity years	189
No Involvement:	0	activity years	253

RESEARCH QUESTION FOUR

Does participation in career clubs contribute significantly to academic success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	28.6	10.5	24.1	25.5
High Grades 'B'	71.4	47.4	38.7	33.1
Moderate Grades 'C'	--	40.4	37.2	37.6
Low Grades 'D'	--	1.7	--	3.8

Trends

* All high school students **highly involved** in career clubs (28.6 plus 71.4 or 100%) earned very high or high grades.

* Most high school students with **moderate involvement** in career clubs (10.5 plus 47.4 or 57.9%) earned very high or high grades.

* Most high school students with **some involvement** in career clubs (24.1 plus 38.7 or 62.8%) earned very high or high grades.

RESEARCH QUESTION FOUR

Participation in Career Clubs

		Number of Students Indicating Level of Participation
High Involvement:	5 to 9 activity years	7
Moderate Involvement:	3 to 4 activity years	57
Low Involvement:	1 to 2 activity years	137
No Involvement:	0 activity years	314

RESEARCH QUESTION FIVE

Does participation in communications extracurricular activities contribute significantly to academic success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	100.0	56.2	32.5	20.0
High Grades 'B'	--	25.0	40.2	36.8
Moderate Grades 'C'	--	18.8	26.0	40.3
Low Grades 'D'	--	--	1.3	2.9

Trends

* All high school students **highly involved** in communications extracurricular activities (100%) earned very high grades.
* Most high school students with **moderate involvement** in communications extracurricular activities (56.2 plus 25.0 or 81.2%) earned very high or high grades.
* Most high school students with **some involvement** in communications extracurricular activities (32.5 plus 40.2 or 72.7%) earned very high or high grades.
* High school students **not involved** in communications extracurricular activities were **least likely** to earn very high grades.

RESEARCH QUESTION FIVE

Participation in Communications Activities

		Number of Students Indicating Level of Participation
High Involvement:	5 to 9 activity years	3
Moderate Involvement:	3 to 4 activity years	16
Low Involvement:	1 to 2 activity years	77
No Involvement:	0 activity years	419

RESEARCH QUESTION SIX

Does participation in fine arts extracurricular activities contribute significantly to academic success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	100.0	26.0	34.5	17.0
High Grades 'B'	--	52.0	39.2	34.0
Moderate Grades 'C'	--	22.0	26.3	44.9
Low Grades 'D'	--	--	--	4.1

Trends

* All high school students **highly involved** in fine arts extracurricular activities (100%) earned very high grades.
* Most high school students with **moderate involvement** in fine arts extracurricular activities (26.0 plus 52.0 or 78%) earned very high or high grades.
* Most high school students with **some involvement** in fine arts extracurricular activites (34.5 plus 39.2 or 73.7%) earned very high or high grades.
* High school students **not involved** in fine arts extracurricular activities were **least likely** to earn very high grades.

RESEARCH QUESTION SIX

Participation in Fine Arts Activities

			Number of Students Indicating Level of Participation
High Involvement:	9 to 13	activity years	1
Moderate Involvement:	5 to 8	activity years	31
Low Involvement:	1 to 4	activity years	171
No Involvement:	0	activity years	312

RESEARCH QUESTION SEVEN

Does participation in honor societies contribute significantly to success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	77.8	100.0	94.1	10.2
High Grades 'B'	22.2	--	5.9	42.6
Moderate Grades 'C'	--	--	--	44.2
Low Grades 'D'	--	--	--	3.0

Trends

* All high school students **highly involved** in honor societies (77.8 plus 22.2 or 100%) earned very high or high grades.
* Most high school students with **moderate involvement** in honor societies (100%) earned very high grades.
* Most high school students with **no involvement** in honor societies (10.2 plus 42.6 or 52.8%) earned very high or high grades.

RESEARCH QUESTION SEVEN

Participation in Honor Societies

			Number of Students Indicating Level of Participation
High Involvement:	3 to 4	activity years	9
Moderate Involvement:	2	activity years	38
Low Involvement:	1	activity years	34
No Involvement:	0	activity years	434

RESEARCH QUESTION EIGHT

Does participation in out of school youth organizations contribute significantly to success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	12.5	31.0	33.7	14.8
High Grades 'B'	75.0	45.2	35.6	35.0
Moderate Grades 'C'	12.5	23.8	29.2	46.4
Low Grades 'D'	—	—	1.5	3.8

Trends

* Most high school students **highly involved** in out of school youth organizations (12.5 plus 75.0 or 87.5%) earned very high or high grades.

* Most high school students **moderately involved** in out of school youth organizations (31.0 plus 45.2 or 76.2%) earned very high or high grades.

* Most high school students with **some involvement** in out of school youth organizations (33.7 plus 35.6 or 69.3%) earned very high or high grades.

* High school students with **no involvement** in out of school youth organizations (14.8 plus 35.0 or 49.8%) were **least likely** to earn earned very high or high grades.

RESEARCH QUESTION EIGHT

Participation in Out of School Youth Organizations

		Number of Students Indicating Level of Participation
High Involvement:	9 to 12 activity years	8
Moderate Involvement:	5 to 8 activity years	42
Low Involvement:	1 to 4 activity years	202
No Involvement:	0 activity years	263

RESEARCH QUESTION NINE

Does participation in outside work contribute significantly to success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	71.4	--	32.2	16.1
High Grades 'B'	14.3	--	42.1	33.5
Moderate Grades 'C'	14.3	100.0	24.8	46.7
Low Grades 'D'	--	--	.9	3.7

Trends

* Most high school students **highly involved** in outside work (71.4%) earned very high grades.
* All high school students **moderately involved** in outside work (100.0%) earned moderate grades.
* Most high school students with **some involvement** in outside work (32.2 plus 42.1 or 74.3%) earned very high or high grades.
* Few high school students with **no involvement** in outside work (16.1%) earned very high grades.

RESEARCH QUESTION NINE

Participation in Outside Work

			Number of Students Indicating Level of Participation
High Involvement:	4	activity years	7
Moderate Involvement:	2 to 3	activity years	2
Low Involvement:	1	activity years	214
No Involvement:	0	activity years	292

RESEARCH QUESTION TEN

Does participation in service organizations contribute significantly to success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	33.3	50.0	53.2	19.6
High Grades 'B'	33.3	16.7	19.1	39.1
Moderate Grades 'C'	33.3	33.3	27.7	38.4
Low Grades 'D'	--	--	--	2.9

Trends

* Most high school students **highly involved** in service organizations (33.3 plus 33.3 or 66.6%) earned very high or high grades.

* Most high school students with **moderate involvement** in service organizations (50.0 plus 16.7 or 66.7%) earned very high or high grades.

* Most high school students with **some involvement** in service organizations (53.2%) earned very high grades.

* High school students **not involved** in service organizations were least likely to earn very high grades.

RESEARCH QUESTION TEN

Participation in Service Organizations

			Number of Students Indicating Level of Participation
High Involvement:	5 to 7	activity years	6
Moderate Involvement:	3 to 4	activity years	12
Low Involvement:	1 to 2	activity years	47
No Involvement:	0	activity years	450

RESEARCH QUESTION ELEVEN

Does participation in student government contribute significantly to academic success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	100.0	64.7	38.6	18.0
High Grades 'B'	--	35.3	26.5	39.2
Moderate Grades 'C'	--	--	33.7	39.9
Low Grades 'D'	--	--	1.2	2.9

Trends

* All high school students **highly involved** in student government (100%) earned very high grades.
* All high school students with **moderate involvement** in student government (64.7 plus 35.3 or 100%) earned very high or high grades.
* Most high school students with **some involvement** in student government (38.6 plus 26.5 or 65.1%) earned very high or high grades.
* High school students **not involved** in student government were **least likely** to earn high or very high grades.

RESEARCH QUESTION ELEVEN

Participation in Student Government

			Number of Students Indicating Level of Participation
High Involvement:	6 to 7	activity years	4
Moderate Involvement:	3 to 5	activity years	17
Low Involvement:	1 to 2	activity years	83
No Involvement:	0	activity years	411

RESEARCH QUESTION TWELVE

Does participation in all inschool extracurricular activities contribute significantly to success in high school?

	High Involvement %	Moderate Involvement %	Some Involvement %	No Involvement %
Very High Grades 'A'	70.6	45.1	18.9	8.1
High Grades 'B'	23.5	35.4	40.7	19.3
Moderate Grades 'C'	5.9	19.5	39.0	59.7
Low Grades 'D'	—	—	1.4	12.9

Trends

* Most high school students **highly involved** in all inschool extracurricular activities (70.6%) earned very high grades.
* Most high school students **moderately involved** in all inschool extracurricular activities (45.1 plus 35.4 or 80.5%) earned very high or high grades.
* Most high school students with **some involvement** in all inschool extracurricular activities (18.9 plus 40.7 or 59.6%) earned very high or high grades.
* Students with **no involvement** in all inschool extracurricular activities (8.1 plus 19.3 or 27.4%) were **least likely** to earn very high or high grades.

RESEARCH QUESSTION TWELVE

Participation in All Inschool Extracurricular Activities

			Number of Students Indicating Level of Participation
High Involvement:	19 to 28	activity years	17
Moderate Involvement:	10 to 18	activity years	82
Low Involvement:	1 to 9	activity years	254
No Involvement:	0	activity years	62

Note: Among the students surveyed, 88% participated in some form of extracurricular activities during their high school career, while only 12% reported no participation.

RESEARCH QUESTION THIRTEEN

Are the number of awards won and the number of leadership roles held a determinant of academic success in high school?

	Numerous Awards %	Many Awards %	Some Awards %	No Awards %
Very High Grades 'A'	57.7	45.3	28.4	8.4
High Grades 'B'	34.6	34.4	41.8	34.7
Moderate Grades 'C'	7.7	20.3	29.3	51.6
Low Grades 'D'	—	—	0.5	5.3

Trends

* Almost all high school students **winning numerous awards** (57.7 plus 34.6 or 92.3%) earned very high or high grades.
* Most high school students **winning many awards** (45.3 plus 34.4 or 79.7%) earned very high or high grades.
* Most high school students **winning some awards** (28.4 plus 41.8 or 70.2%) earned very high or high grades.
* High school students **winning no awards** were **least likely** to earn very high grades.

RESEARCH QUESTION THIRTEEN

(continued)

	Numerous Leadership Positions %	Many Leadership Positions %	Some Leadership Positions %	No Leadership Positions %
Very High Grades 'A'	50.0	42.4	30.2	16.4
High Grades 'B'	25.0	42.4	40.7	34.9
Moderate Grades 'C'	25.0	15.2	28.0	47.3
Low Grades 'D'	—	—	1.1	1.4

Trends

* Most high school students holding **numerous leadership positions** (50.0 plus 25.0 or 75.0%) earned very high or high grades.
* Most high school students holding **many leadership positions** (42.4 plus 42.4 or 84.8%) earned very high or high grades.
* Most high school students holding **some leadership positions** (30.2 plus 40.7 or 70.9%) earned very high or high grades.
* High school students holding **no leadership positions** were **least likely** to earn very high grades.

RESEARCH QUESTION FOURTEEN

In what extracurricular activities are student leaders and award-winning students most likely to participate?

	Per cent of Student Leaders Participating %	Per cent of Award-Winning Students Participating %
Athletics	63.4	62.8
Career Clubs	50.2	41.6
Communications	26.4	24.9
Fine Arts	53.7	51.9
Honor Society	24.2	24.6
Out of School Youth Organizations	64.3	61.4
Outside Work	57.3	45.6
Service Organizations	18.9	16.0
Student Government	29.5	25.6

Trends

* Almost two-thirds of student leaders participated in out of school youth organizations (64.3%) and athletics (63.4%).
* More than half of the student leaders participated in outside work (57.3%) and in fine arts activities (53.7%).
* Almost two-thirds of award-winning students participated in athletics (62.8%) and out of school youth organizations (61.4%).
* More than half of the award-winning students (51.9%) participated in fine arts activities.

* **The three extracurricular activities that students leaders and award-winning students are most likely to participate in are out of school youth organizations, athletics, and fine arts.**

RESEARCH QUESTION FIFTEEN

What are the benefits of participation in extracurricular activities as perceived by students?

	Number of Students Listing This Benefit	Percent of Students Listing This Benefit %
Meeting and interacting with a variety of people	167	32.4
Learning experiences	134	26.0
Increased personal responsibility and independence	103	20.0
Self-concept and self-knowledge enhanced	97	18.8
School made more enjoyable	54	10.5
Leadership skills increased	43	8.3
Career and work exploration	38	7.4
Physical condition and health maintained	27	5.2
Other	2	.4

Trends

* Almost one-third of the students (32.4%) stated that **meeting and interacting with a variety of people** was a benefit of extracurricular activities.
* About one-fourth of the students (26%) stated that extracurricular activities provided a **learning experience** for them.
* Only 10.5% of the students specifically stated that **making school more enjoyable** was a benefit of extracurricular activities.
* Students most frequently mentioned benefits that reflected personal growth and development, focusing on social skills, responsibility, and self-knowledge, as well as specific learning experiences.

BENEFITS OF PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

The following comments illustrate students' perceptions of the benefits of participating in extracurricular activities:

"Participation in extracurricular activities has definitely helped me. It has, at the least, caused me to **learn to deal with people.**"

"The extracurricular activities actually taught more things that I need for life than curricular studies have. Academics gave me the basics, extracurricular **provided** the rest, mainly the **experience.**"

"I feel extracurricular activities are an essential part of education, teaching the student all aspects of learning and **communicating with others.** They have helped me learn **independence** and my feelings of **confidence** have improved."

"The activities have made school life infinitely more interesting and have, in one case, helped me to **decide on my career.**"

"It gave me a chance to really get close to people and feel like I took a **major part in something.** Especially since at my school our band was like a family."

"I have learned **responsibility, communication,** and have enhanced my **leadership** qualities with participation in extracurricular activities. It has helped me develop emotionally and mentally in a more well-rounded way. I have also received many fond memories that I will carry with me the rest of me life."

"I feel that we help the school and the community by participating in these activities. I feel that we are a valuable **asset to the community.**"

"I have received a **sense of expression** through photography and stained glass."

"These 'extras' have shown me that life isn't always going to be figures and sentence fragments, but life can be fun and enjoyable. Music has become a big part of my life...I won't major in it, but it would be such a shame not to give others a **chance to learn about themselves as I did.**"

FUTURE DIRECTIONS

As a result of this study, what are the implications for practice and directions for future research?

IMPLICATIONS FOR PRACTICE

The findings of this study suggest the following implications to administrators, curriculum planners, and teachers:

Implication One. Students who select extracurricular activities can acquire skills and characteristics necessary for developing maturity and independence.

Implication Two. Participation in extracurricular activities provides unique opportunities for belonging, a basic need important for all students.

Implication Three. In extracurricular activities students of both high and low academic ability experience success, important for a healthy self-image.

Implication Four. Extracurricular activities provide an important balance between work and play for both high and low achievers.

Implication Five. Students not involved in extracurricular activities are less likely to be earning higher grades.

FUTURE RESEARCH

To extend our knowledge of the impact of high school extracurricular activities on learning, the next study undertaken in Texas should address these concerns:

Concern One. The three specific tasks and fifteen research questions addressed in this pilot study should remain the same in the next study.

Concern Two. The next study should focus on estimating more accurately the impact of extracurricular activities for all Texas high school students, dropouts as well as graduates.

Concern Three. To meet standard scientific survey sampling requirements, the number of students surveyed should be increased significantly and the questionnaire should be modified to detect learning opportunities not usually encountered in formal courses.

Concern Four. A portion of the study budget should be allocated to communicating findings not only to professionals in the schools, but also to students, parents, and community groups.